Dyslexia and Structured Literacy: Elements, Principles and Strategies

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Structured literacy.

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Provided by effective teachers who understand the science of reading, and I'm not going to read the mission statement to you, you can read it at your leisure, but we just want to know that want you to know that we are the state leader, we'd like to consider ourselves the state leader when it comes to anything about dyslexia.

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And again, we've been so happy that we've been.

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Collaborating with Just Read Florida and the Florida Doe, so finally my my goal in life that I've been doing for so long has come true and real.

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Really happy with this collaboration.

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So today's agenda, we're going to focus on evidence based instructional strategies that are grounded in the science of reading, which is the why we do what we do and the structure literacy, which is the what and how we're going to talk about the content and the principles, the what and the how of how we teach these strategies to all our students.

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Including those who are struggling with reading and those with dyslexia.

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So when we leave today, I think everybody is what I call the elevator definitions.

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So the real, you know, quickly, So what is dyslexia?

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If anybody asks you, it's a language based disability.

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Neurobiological in origin, that affects phonemic awareness, word recognition, and spelling.

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We're going to talk a little bit more about dyslexia as we go on the science of reading.

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I'm sure you've all heard this multiple times, but just so that we're all on the same page is a vast interdisciplinary body of scientifically.

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Based research about reading and issues related to reading and writing.

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And then structured literacy is how we implement that science of reading.

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So it's the content, the principles and the strategies that we're going to talk about today that are beneficial for all students but vital for those with dyslexia.

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And I'd like to start out a little bit with, well, what is reading?

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According to Doctor Sally Shaywitz in her second edition of her book overcoming dyslexia, she says Reading is an extraordinary.

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Ability peculiarly human and yet distinctly unnatural.

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The red is my my font change there because I believe that over the years and like I said, I've been around for over 50 years in education.

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There were times when people said, Ohh, learning to read is as natural as learning.

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To speak well now, based on a lot of research, including that that was provided to us by Doctor Sally Shaywitz and her husband Bennett at Yale and many other researchers and scientists, we know that for most students, reading is not natural and needs to be taught.

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And that brings us to language.

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And sometimes people think reading is a visual thing that we do, but it's not.

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It's they.

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Well, it's not that it's not.

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It's connected to print, of course, but it's based on language.

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So we have to start with that foundational skill.

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Language is the comprehension and use of a spoken or written.

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Reading and writing are based on oral language, so we know that many of our students who have difficulty with reading and writing in the classroom maybe had difficulty with listening and speaking earlier on, and may have even needed the services of a speech language pathologist.

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Now, what the research is telling us now is we need to.

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Teach from speech.

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Print from sound to letter from phoneme to grapheme, and you're gonna see my color highlighting throughout the presentation.

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Whenever you see something in green, that usually means it's oral.

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It has something to do with speech sound phonemes, while when you see it in blue that refers to the print, the letter or letters.

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That represent those phonemes or those speech sounds or also known as graphemes.

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So we know from research that our brains are hardwired for oral language but not for written language.

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And we know that over the thousands and thousands of years that we've been on the.

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Earth Oral language has pretty much always existed. Written language has not. Some researchers tell us that written language didn't actually come into being until maybe 5000 years ago.

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So our brains were not set up or hardwired for written language.

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And again, reading and writing must be taught.

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So this is a slide that I kind of make sort of showing the spectrum of reading disabilities where on one extreme, we have the students with dyslexia.

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They're the students who have typically typically have problems with decoding or word recognition.

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They have challenges with phonemic awareness, phonics, spelling and fluency on the other side of the spectrum, we have the students with hyperlexia.

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These are the students who can decode almost anything you give them, but their comprehension is limited so they have trouble with that language comprehension piece of the simple view of reading, which we'll look at in a little bit.

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Again, some of their challenges are with oral language, with vocabulary, with basic concepts, and just understanding oral language.

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OK.

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So did you know that one in five kids are dyslexic?

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So take one anyone of these five students, and perhaps one of them is on the spectrum, and we say it's kind of on a spectrum because dyslexia does go from mild to moderate to more severe.

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All the characteristics are not equal among our students who have been evaluated with dyslexia.

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But the sad part of this is only one.

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And 100.

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Others might know what dyslexia is, so I've been doing presentations and workshops for many, many years, and it always amazes me that in 2023 there are still teachers and folks out there who think ohh those kids with dyslexia, they're just the ones that confuse their B's, and's give them enough time, they'll learn to read. Well, we know.

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Now, because we have data that that just is not so.

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So how do we conquer that we provide professional?

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Development and that's part of what? Why I'm doing what I'm doing today. So if we look at the specific learning disability kind of umbrella according to the IDE a from 2004, we see that under SLD we have reading problems. That's where dyslexia falls, but it can also be specific reading comprehension.

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Deficits and then in the area of reading, we have something called dysgraphia which is difficulty.

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With written actual handwriting as well as written expression, and then in the area of math, we have something called dyscalculia or difficulty with numbers.

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And you know with mathematical issues, but today we're going to focus specifically on dyslexia.

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But I just wanted to show where that falls.

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When we're looking at the law.

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So this is the definition of dyslexia that the International Dyslexia Association created back in 2002. I do know, however, that they're in the process of updating this.

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I don't know when it'll be available, but we can go with what we have as of today.

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So dyslexia is a specific learning disability.

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That is neurobiological in origin.

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It's characterized by difficulties with accurate and or fluent word recognition and by poor spelling and decoding abilities.

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These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities, and the provision of effective classroom instruction.

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I'm going to break this down in a minute.

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Secondary consequences may include problems in reading comprehension.

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And reduced reading experience that can impede the growth of vocabulary and background knowledge.

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OK, so let's look at this a little bit.

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We know.

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Let me, let me go on to the next slide and I will explain that I can't do any presentations without at least one picture of a brain.

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So I know this is a little bit dated, but the current research supports this, so when we talk about that neurologic, neurobiological basis of dyslexia.

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This is what we're talking about.

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So when doctor Shaywitz and Dr.

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Eden and all the other many, many researchers out there put students or adults who are struggling with reading through a functional MRI machine and they give them some type of language or reading tasks to do, this is what lights up.

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This is what they.

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See, so in the brains of typical readers, probably like most of us, if we're looking at the left hemisphere from front to back, all these three main areas light up during this reading or language activity.

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However, look at our dyslexic readers.

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Only this front part in our left frontal Brocas kind of area.

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Lights up. So what happens back here? Nothing's going on. So we as teachers and educators have to provide those strategies to help this.

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These two parts work more efficiently in the brains of our struggling readers, so I always tell my students that we want to provide our students our P12 students the most efficient way to get them from here to here. So we want them to get from here to this back occipital part.

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Of the brain.

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Where all words become sight words, but that, you know, takes time and really, really good evidence based construction.

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So we're going to talk about how we do that in.

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A little bit.

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So again breaking it down, we know dyslexia is a language based problem does not mean seeing things backwards now.

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Does that mean that students with dyslexia don't reverse letters or letters within words?

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Not necessarily depends on the student, but most children, most emergent learners, or struggling.

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Parents, even if they're high school students or adults, that's not the only characteristic.

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Anybody who is learning to read.

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Then many of them will see letters and words backwards.

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It's the way the brain is processing that information.

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It exists across all levels of intelligence, so it's not based on intelligence.

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It's not if you have low.

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If you have a low intelligence IQ score that you're automatically dyslexic, no.

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I've worked with many, many students in my lifetime who were gifted.

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In fact, we call those twice exceptional or two E students, where they may have specific learning disabilities in the area of reading, dyslexia, and they might be.

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Lifted and there's other comorbid or comorbidity, it occurs with other disorders as you can see in the last bullet.

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It is not caused by lack of motivation.

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I've never met a student who didn't want to learn to read.

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At least you know they may say that, but they don't really mean that it occurs at all socioeconomic levels, so it's not something that just works in.

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One area and not another geographically or like diversity, it occurs slightly more often in boys than in girls, and that depends on the research you read.

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I've read where it's.

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I've also read where it seems to be more in boys because boys tend to have more misbehaviors and they may be they may get evaluated maybe more frequently than girls, but that's something we have to look at at individual basis and it may occur even with good classroom instruction, but.

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That good classroom instruction may not be appropriate for these students.

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OK.

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And that's why good professional development is.

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Well, it's all up to the teacher.

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I believe the teacher is the most important variable in any classroom, and I think that's why professional development and I don't like the word training.

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That's just a personal thing.

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I think professional development is so critical.

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Now let's look at Florida's definition of specific learning disabilities. A disorder in one or more of the basic learning processes involved in understanding or in using language spoken or written, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell, or do mathematics.

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Associated conditions may include dyslexia, dyscalculia, dysgraphia, or even developmental aphasia, but again, today we're focusing in on dyslexia, a specific learning disability does not include learning problems that are primarily the result of a visual hearing, motor, intellectual, or emotional.

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Behavioral disability, limited English proficiency, or environmental, cultural or economic factors.

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Now again, there can be some overlap, but we're talking about primarily, OK, that's our focus.

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So over the years I've heard from many people that in Florida we cannot use that term, dyslexia.

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That is not true.

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We can use the term dyslexia because it falls under SLD and that is designated by the individual with Disabilities Education Act.

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So we have permission to use it.

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As long as we use it appropriately, I also want to say I know I'm talking fast.

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I always tell everybody there's two reasons why I talk fast.

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I grew up in New York and the second reason is I have a lot of information that I want to make sure we complete before 4:30 because I am mindful of the.

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So let's look again.

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So dyslexia equals a specific learning disability and basic reading skills difficulties again with accurate and fluent word reading, spelling and writing.

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And it's one of the most common reasons students receive ESE services, really important.

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And again, the sad part.

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Many teachers, even special Ed teachers, don't know as much as they should know about dyslexia and how to provide appropriate Internet.

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Now this is something I am so so excited about and I've shared this with all my colleagues at Jeffrey, Florida.

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I am thrilled that the new reading endorsement competencies include the word dyslexia 44 times and right now at FIU, we're working on updating our matrices, as I'm sure many of you are and I'm so happy to be able to share information.

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About dyslexia and how we can demonstrate those indicators in those five competencies that have to do with dyslexia so.

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If you look at the.

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Glossary and the new reading endorsement competencies you're going to see.

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Dyslexia is a specific learning disability and basic reading skills that can range from mild to severe.

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The primary characteristics include difficulties with accurate and fluid word recognition and spelling, so again it's in the glossary.

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It's all over legislation now.

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It's just up to us to get into.

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That and and read it and understand what we can do to help these students.

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So that's enough.

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I'm going to say about sexy.

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I think everybody has the the big picture, so we can't talk about strategies unless we mention a little bit about science of reading.

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And I know probably most of you either who are attending live or will be listening on the recording are very familiar with the science of reading.

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But just again, so we're all on the same page.

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We know that the science of reading is based on research from multiple fields of study over the last 50 years from across the.

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World it provides evidence regarding how skilled reading develops.

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This one is really important.

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It includes all aspects of reading, not just phonics.

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So if you're on any Facebook groups or Instagram, or you're listening to some of that chatter that's out there.

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I know there are folks who say ohh that science of reading that's just about.

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Phonemic awareness and phonics.

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You know those people?

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This is not true.

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It's about all the essential elements.

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Everything, including vocabulary, fluency, comprehension and right.

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Thing now what it does is it provides the basis for structured literacy, but again it is not a philosophy, it's not a political agenda and it's not a specific program of instruction.

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And that's why I love this, because as long as we understand what it is and how we can find curriculum that.

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Includes the science of reading and structural literacy.

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We can feel comfortable that we're doing a great job, not just for our students who are struggling, but for every child in our class, no matter their age or ability level.

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So just in case you haven't seen the the reading the science of reading to finding guide that was published by the Reading League last year, you can click on this link.

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You can download it for free.

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This is what the hard copy looks like.

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Since I'm old, I still like to have a hard copy of books where I can touch it and feel it, but it actually goes into.

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Detail, but it's a very reader friendly document and if you don't have it, I highly suggest you get it and read some more details about.

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How the science of reading came to be, and actually what it is and what it does.

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OK.

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And of course, we look at as few frameworks and we can do a whole session just on the simple view of reading.

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But we know that one of the frameworks, theoretical frameworks that the science of reading is based on is the simple view of reading.

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So we know that.

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In order to achieve really good independent reading comprehension, we know that that is the product of decoding and language comprehension.

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And again, this is where I look at decoding our students with dyslexia really struggle with this piece.

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Some people also call it word recognition.

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Same thing and then our students, who are severely limited with language comprehension, some of them maybe, are hyperlexic students.

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This is oral.

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So again, we want to make sure.

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That we provide our students in our classrooms, not just one, but both.

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Both and if they can be done simultaneously.

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So while we're teaching skills and strategies that have to do with phonemic awareness and phonics and fluency, we're also reading to our students every single day, building that knowledge base and that vocabulary.

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And I like to say one of the easiest.

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Informal test to find out if the student is dyslexia.

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If we as the adult or the educator read to the student and he or she can answer every comprehension question perfectly.

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It is not a language comprehension problem.

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It's definitely a decoding problem in most cases.

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I shouldn't say definitely, cause I'm sure there's always some exceptions, but typically that's what happens.

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OK.

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The other thing I wanted to mention here when we talk about language comprehension and decoding and reading comprehension.

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If you haven't heard of the Matthew effect that has been out for many years, it was first the first I read about it was by Keith Stanovich.

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And what it basically says, it's based on the Bible, where the rich get richer and the poor get poorer.

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The same thing happens with reading, so if we provide all our students with great skills and strategies and they can decode and their language comprehension is great.

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They're going to.

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Choose to read and they're going to read more.

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And more and more, and their vocabulary is going to grow and grow.

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And their, you know, ability to decode multi syllabic words is going to be great and their morphology is going to be wonderful and their comprehension will be right on target.

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But what happens to our students who cannot?

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They find it very stressful, traumatic even for some kids, so they're not going to choose to read on their own.

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So how do we make up for that until they get there?

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We read to them so that they can keep up that level of vocabulary.

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So just try to put that in there a little bit.

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I think that's important.

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And then I'm sure you've also seen the reading.

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Spoke by Doctor Hollis Scarborough, who, by the way has been a part of Ida for many, many, many years.

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So I do like to say that a lot of.

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This research has.

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Come over the years from the International Dyslexia Association.

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Now being shared.

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You know all over the place with the reading league, which is, which is wonderful as well as other organizations.

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So again, this can be kind of aligned directly with the simple view, because if we look at the bottom part here, the word recognition that goes along with decoding.

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So again this is where we work on our phonological awareness decoding.

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And spelling, spelling, also known as encoding and site recognition until all words become.

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Cite words.

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So that means we can automatically recognize them without using any strategies.

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And then here's our language comprehension piece, which continues to grow even as you know we get older and older.

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So our background knowledge, our vocabulary, knowledge, language structures, verbal reasoning, literacy, knowledge, these.

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Are increasingly strategic and grow.

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Over the course of our lifetime.

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These are pretty much done, so they're more concrete and I think that's why, but I never double checked this with Doctor Scarborough, but I believe this bottom part is shown as a braid because braiding is very concrete.

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It's step one, Step 2, Step 3, and you follow that and that's.

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Kind of like.

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Word recognition.

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But then this language comprehension.

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Because if you notice, it's not braided, it's just twisted and it continues to grow.

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Like I said throughout our lifetimes.

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So will you align it with the simple view of reading and when all things out?

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Are provided correctly.

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Then we hopefully get to this point of skilled reading where fluent execution and coordination of word recognition and text comprehension finally occurs.

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So I can't do any presentation without mentioning one of my favorite heroes from all time Doctor Louisa Moats.

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She's been one.

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My favorite researchers, authors, publishers, people, and I followed her for a guest the last 50 years, and I actually read the first version of this article back in 1997, I think.

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But the the more recent one came out in summer of 2020 in the American Federation of Teachers.

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Journal and it's called teaching reading is rocket science.

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What expert teachers of reading should know and be able to do?

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I think this should be required reading for anybody who wants to become a teacher in any area really, really important.

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If you haven't seen it, I encourage you to check.

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Now, by the way, the journal is called American educator.

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I think I forgot to say that.

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OK, so then that brings us to structural literacy.

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What is it?

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So again, the science of reading is the why?

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Why do we do what we do structured literacy?

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We're going to have two parts.

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We're going to have the content.

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And we're going.

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To have the principles OK so.

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Let's look at what is what it is.

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It's the application of the science of reading.

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We know based on lots of research, that it's the most effective approach for students who experience difficulty learning to read and spell printed.

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It refers to both the content or the elements and the methods or the principles of instruction.

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So again the what and the how it benefits all students.

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But as I said before, it's vital for students with dyslexia, and this came from a journal called Perspectives on language and literacy.

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Louise emotes.

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It's the author.

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OK, So what does it do?

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It teaches oral and written language skills in an explicit, systematic and multimodal.

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Now I know we've been using the word multi sensory and multimodal is kind of the more current word.

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It sort of means the same thing, but sometimes multi sensory gives the impression that it has to be.

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I don't know a real kinesthetic like using a screen board or using cream shaving cream to write in.

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That's not necessarily multimodal.

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Really means visual, auditory, kinesthetic, tactile, but it also means feeling the sounds within your mouth, that place and manner of articulation that Doctor Dahlgren.

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Talks about with when she talks about her sound walls, that that's another whole day.

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But when we talk about multimodal, it's a little bit more than just using, you know, objects to help students understand what it is.

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Reading so we know it integrates listening, speaking, reading, and writing, it emphasizes the structure of language across multiple systems.

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So again, I like to use color.

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So when we talk about the speech sound system, that's phonology usually green for go, because that's what starts first when we bring our babies home from the hospital, we don't start showing them, you know, flash cards with letter.

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And words, they start listening to our language one or more, whatever language or languages are spoken in the home, and then they start babbling and imitating that speech sound system that they hear, then the writing system again, which is called orthography.

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And by the way, that came from ortho and.

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Graphs, graphy or graphemes.

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So ortho ortho means straight and graph means you know letters or writing.

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So think of an orthodontist.

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They straighten your teeth well in orthography or the writing system of our language.

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It's straight, or it's the correct way that we show the letter or letters that represent the speech sounds, but it also includes syntax or the structure of sentences.

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The way in English we form a sentence with subjects and predicates.

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In grammar, OK, and that might be different than in another language.

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The meaningful parts of words which we call morphology, morpheme being the the smallest unit of meaning in a word.

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OK, we'll get to.

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That a little bit later.

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And then the relationships among words which we call semantics, which has to do with comprehension and how we organize spoken and written discourse.

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So if we look at that, you can see it really does include all the different components of our language system.

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For those of you who like infographics, this came from Ida 2016 and you can see when we talk about the different components and you'll see me say this again several times, we have phenology.

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Sound symbol or phonics?

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Syllables including syllable types and syllable division, morphology, syntax and semantics.

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So again, these are the evidence based elements or the content, and then we on top of that, we place the principles or the how do we do it?

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Again, it must be explicit, systematic and.

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Cumulative and diagnostic and then that will equal effective reading instruction.

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Once we put the two together.

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So that's a little infographic for those of you who are more visual space.

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This is my little creation of how to help me and my students remember the six different elements or components of structured literacy.

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So I call it the PSSM s s. Nothing to do with PMS ladies, but that's a way to remember it. OK, so PSS stands for phonology.

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And under phenology that we have phonemic awareness now, why would we not say phonological aware?

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We still include phonological awareness, but phonemic awareness is the part we want to get to as quickly as possible, because that's most directly related to reading and writing.

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OK, those itty bitty sounds sound symbol is when we connect those letter or letters with the that represent those phonemes or those sounds.

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Syllables is when we talk about the basic syllable types, I call vowel patterns.

00:27:31

You'll see them in a few minutes, and how we help our students divide those multi syllabic words, particularly when they get into upper elementary, middle school, and high school, and they come up with a big word that they've never seen me for and somebody told them to look at the 1st letter and take a guess.

00:27:47

We want to get that out of their heads.

00:27:48

That's not what we do.

00:27:50

There is a process, a strategy.

00:27:52

And if you notice here these three, the PSS align with the simple view of reading and the reading rope under the piece called word recognition or the braided part of the reading.

00:28:03

But we don't stop there.

00:28:04

Now we go to the MSS morphology.

00:28:07

That's when we talk about base words and affixes and then syntax.

00:28:11

What I mentioned before.

00:28:12

Grammar and the structure of sentences.

00:28:14

Semantics that has to do with meaning and comprehension.

00:28:17

And these three very nicely align with the simple view of reading and the reading rope in the in the language comprehension piece.

00:28:24

So it includes everything and that's where we that's the message we want to get across to all our colleagues and and friends, you know, in education.

00:28:34

So those that's the content or the elements.

00:28:37

Now the principles or the methods is the how and we mentioned explicit.

00:28:41

What does that mean?

00:28:42

It means it's intentional.

00:28:44

It's direct teaching, but that doesn't mean it has to be scripted.

00:28:50

I have to be cautious when I say that because some of my friends are going to say what do you mean?

00:28:55

And that's exactly what I'm saying.

00:28:57

It doesn't have to be scripted.

00:28:59

There are many wonderful scripted programs out there, but explicit means intentional and that there it does include a lot of teacher student interaction.

00:29:08

Again, that there's our word, multimodal.

00:29:11

It's visual, auditory, kinesthetic.

00:29:13

Actual in activities that are directly related to reading and writing and what I mentioned before is saying and feeling the word in your mouth, the place and manner of articulation while reading and writing the word, which is critical now, systematic and cumulative, means the organization of whatever materials we use and whatever evidence based program we use.

00:29:35

Follows a logical order and each step is based on Co.

00:29:39

Concepts previously learned.

00:29:41

Now my little concerned with this, and again I'm going to be honest with you sometimes when the Tier 1 core curriculum is not aligned with Tier 2 and three, there could be a little confusion because if we're following a specific order with one curriculum, maybe our core.

00:29:59

On whatever that happens to be in your district and then our students who need extra Tier 2 and tier three are using a different curriculum or program it.

00:30:09

Like I said, it might be.

00:30:10

Choosing but as much as the if the teacher learns why it is that way, there's a way to to make it work OK.

00:30:18

The important thing is each step is based on concepts previously learned and it is done in this systematic way where we don't just say ohh today I think I'm going to teach about.

00:30:28

I don't know silent E.

00:30:31

And because it just happened to be a few words in this story that have silent E and then tomorrow maybe I'll teach short belts.

00:30:37

Well, we know that short vowels typically precede long vowels in most programs, so we wanna make sure that whatever program or programs we're using there is some sort of systematic human.

00:30:49

Cumulative logical order and then that word diagnostic is so important.

00:30:53

It means the teacher must be able to individualize instruction based on careful and continuous assessment.

00:31:00

I like to call it diagnostic teaching and back in the day when I got my masters here at FIU, it was in special Ed, but it was called diagnostic teaching.

00:31:10

So we learned how to diagnose, assess, remediate, teach and follow that cycle round and round.

00:31:17

And if a strategy doesn't work for student, we have to find one that does, right?

00:31:21

So those are the principles or the methods or the how of what should be happening in our class.

00:31:29

Now there's a beautiful, very, very informative article in teaching exceptional children journal that came out in 2019 by Doctor Louise Pierce Swirling.

00:31:40

She's another awesome researcher she used to.

00:31:43

She was a professor in Connecticut, and she did lots of research on pre service.

00:31:48

And and in service teachers and what we need to know.

00:31:51

To be effective.

00:31:53

So she wrote this wonderful article and I'm gonna share some of that hope she doesn't mind.

00:31:57

But I did credit her in in every slide.

00:32:00

If you happen to have that journal teaching exceptional children, you may want to check it out.

00:32:05

But this is what she says.

00:32:07

So these are her.

00:32:08

What are the key key features of what we would call structured literacy approaches.

00:32:14

So again, explicit, systematic and sequential teaching of literacy at multiple levels, not just phonemes, but phonemes, letter, sound relationships, syllable patterns, morphemes, vocabulary, sentence structure.

00:32:29

Paragraph structure and text structure.

00:32:32

So there it is.

00:32:33

It's all there.

00:32:34

Cumulative practice and ongoing review.

00:32:37

Again, it's not we teach it one day and move on to something new the next right, we always go back.

00:32:42

We review we reinforce we revisit.

00:32:45

There's a high level of student teacher interaction, so it's not, you know what they used to call the the teacher being the sage on the stage where we just stand up there and talk to students instead of interacting with them.

00:32:58

There's the use of carefully chosen examples and non examples.

00:33:03

There is a use of decodable tests which I know some people don't like.

00:33:06

But for those people who have used it with students and you see the success and the pride of the students who are able to read their first book all by themselves, because they can read all those words and those books, it's it's amazing.

00:33:22

And then of course, prompt corrective feedback.

00:33:25

So those are the the features now before I get to her examples and non examples I just saw this blog very recently a few weeks ago it was in Voyager Sopris.

00:33:37

You can check it out, but again it's whenever I see Doctor Louise emotes, I have to read it.

00:33:42

So she goes.

00:33:44

The science of reading needs the science of teaching.

00:33:47

So I just pulled out a couple little key points because I they made it an impact on me and I thought I'd share them with you.

00:33:53

So she refers to the how part of structure literacy as the science of.

00:33:58

Teaching, she says.

00:34:00

Policy and practice guidelines on the science of reading often mention the importance of systematic, explicit instruction.

00:34:06

Yet the how of teaching seems to be getting short shrift in comparison to the emphasis on the what.

00:34:14

So that's why I shared both pieces with you for Max comma maximum effect.

00:34:19

However, the right content must be married to the best teaching practices of the direct instruction variety.

00:34:28

Developing expertise and lesson delivery and evaluation is a long term but very rewarding undertaking which will transform the science of reading into success for all.

00:34:40

It's time to capitalize on the science of teaching, so just wanted to share that.

00:34:44

With you.

00:34:46

And then another one of my favorite researchers.

00:34:48

Doctor Nita Archer and Doctor Charles Hughes.

00:34:51

I don't know if you've seen this book, explicit instruction, effective and efficient teaching Doctor Anita Archer is she's the only presenter I've seen who I think is older than than I am, but she has a lot more energy than I do and she talks about explicit instruction being systematic, direct, engaging, success oriented.

00:35:11

She actually is the one who started the I do it.

00:35:14

We do it.

00:35:15

You do it.

00:35:16

Model and I know it's used all over the place now, but she started this many years ago and you notice on the I do it, it's very important that the teacher models or demonstrates the skill or the strategy the we do it again prompted or guided practice.

00:35:31

We do it together and then you do it the student does it independently.

00:35:36

You know, I can do a whole day on Anita Archer, but I just had to include my two favorite archaisms, she says.

00:35:41

Teach this stuff and cut the.

00:35:44

Off and then the other one that I love is teach with passion, manage with compassion.

00:35:49

If you ever get the opportunity to hear her speak, if you haven't, you can go to YouTube or, you know, see her in person.

00:35:55

She's awesome.

00:35:56

And so it's Doctor Hughes.

00:35:58

Alright, so going back to Doctor Louise, Louise, fear swirling in that article.

00:36:04

I just want to kind of show you some of her examples of structured literacy emphasis.

00:36:11

Versus typical literacy practices that you might see in a typical classroom that is not using structured literacy.

00:36:18

OK, so under structured literacy, we see phonic skills are taught explicitly and systematically with prerequisite skills taught first for beginning readers.

00:36:28

These skills receive considerable initial emphasis.

00:36:31

On the other side, phonics skills are usually taught but not emphasized even for beginners.

00:36:37

Teaching is often not highly explicit or systematic, and prerequisite skills may not be taught 1st and again this is gonna vary, so we're not blaming anybody.

00:36:47

We're not putting the guilt on anybody.

00:36:50

We're all learning and I think that's where in education.

00:36:54

Things sometimes go a little wacky.

00:36:57

I'm just gonna use my term wacky because even within our field, we tend to always disagree or argue about something instead of coming together to help all students learn to read and write, which should be our goal.

00:37:10

No matter, you know what our individual philosophy is.

00:37:14

In structural literacy, phonics approach is typically synthetic part to whole where students learn sounds from common letters and letter patterns and how to blend them, which we call phoneme blending.

00:37:25

On the other side, phonics approach may be synthetic, but is often analytic.

00:37:29

Hold to part or decoding by analogy.

00:37:33

I don't want to say too much about this, but I'm going to just tell you that in my own teaching experience for many, many years, sometimes it has to be a combination of these two things, and sometimes some of our students, even with dyslexia.

00:37:45

I guess we are teaching them the letters that represent the sounds, but sometimes they don't get it until they see that pattern within the word.

00:37:54

But again, this is where our teaching has to be individual.

00:37:57

Sized beginning readers usually read decodable texts, texts that are largely controlled to specific phonics patterns that have been explicitly taught that facilitate learning to apply phonics skills and reading tests versus beginning readers usually read levels and predictable tests in which words are predictable based.

00:38:17

On sentence structure, repetition or pictures and they do not easily lend themselves to application of phonics skills. We want to get away from the reading is a guessing game. It's not reading is 85 to 88%.

00:38:35

Structured if I can use that word OK or regular once we know the patterns and we don't want our students no matter what age they are, to look at a letter, either the beginning letter, ending letter and take a guess based on pictures.

00:38:49

Can we use pictures to confirm what we've read?

00:38:53

Yes, but we shouldn't.

00:38:55

Cover up a word and say what is that word?

00:38:57

Look at the picture.

00:38:58

Tell me what the word is.

00:38:59

That's not an example of a structured literacy approach.

00:39:04

OK, a few more examples.

00:39:06

Oral text reading with the teacher is included again, so we want the students to be reading out loud so we can hear their fluency.

00:39:15

You know their articulation, are they decoding the words correctly versus partner reading an independent reading maybe emphasize more than oral text reading.

00:39:25

With the teacher.

00:39:26

Because really, if they're doing independent reading, we don't know what words they're reading correctly or those that are, you know, not correct.

00:39:33

When students read text orally, they are encouraged to look carefully at print.

00:39:36

Words and apply their decoding skills to unfamiliar words on the other side, some errors may be overlooked, especially if they don't greatly alter meaning.

00:39:46

However, teacher feedback to errors may emphasize sentence context or pictures rather than consistent application of decoding skills, and the last one here is spelling.

00:39:57

Skills are taught explicitly and systematic.

00:40:01

With instruction and common spelling rules.

00:40:03

If you don't like the word rules, we can say generalizations.

00:40:07

I prefer the word generalizations because many, many rules in English have exceptions, and the reason for that, and this is what I've told my students, my little bitty bitty ones up to my college age students.

00:40:20

That English has come to be based on many different languages, so sometimes it doesn't fit that phoneme.

00:40:27

Grapheme association.

00:40:28

Sometimes we have to take into consideration the origin of that word and the language it came from.

00:40:36

So here on this side we say spelling instruction reinforces and extends what students learn in decoding, but it's often not taught in an explicit or systematic manner.

00:40:47

I've worked with many students where parents have asked me to Ohh just teach the spelling words through the week and they might be themed words.

00:40:54

You know, like the names of dinosaurs.

00:40:56

Or something to go with a holiday that probably is not the best way to teach spelling.

00:41:02

Actually, it's not the best way.

00:41:04

It's OK for vocabulary, but not for spelling, and those two should not be.

00:41:08

That's not the same.

00:41:09

I have one list of words for spelling that are regular that are decodable, that are together with my decoding so that our decoding.

00:41:17

Encoding our reciprocal processes and our vocabulary is another list of words that we want students to understand based on what it is we're reading in our class.

00:41:28

And then of course, we want to make sure that those higher levels of literacy are also explicitly and systematically taught sentence structure, paragraphs, discourse, and so forth.

00:41:39

And on the other side, we have some higher levels of literacy may be explicitly taught, but usually are not.

00:41:45

So those are the examples from her.

00:41:48

I'm not gonna go over this with you, but then she gives examples of the different pieces or elements of reading and a sample activity of how a structured literacy activity is very, very specific.

00:42:00

So I'm not going to read that to you.

00:42:02

You can read it later on or access that journal article.

00:42:06

You'd like.

00:42:07

OK, so now we're going to go to my favorite part of this presentation, which is how I've implemented a lot of this information in my own classrooms.

00:42:15

And now I share with our pre service teachers.

00:42:18

Here it up.

00:42:18

By you.

00:42:19

So I like to call.

00:42:20

I'll use a little alliteration here.

00:42:21

I like to call it.

00:42:22

Conquer the code.

00:42:23

Sounds, symbols and syllables in that order.

00:42:27

So we start with green, green for go.

00:42:29

We talk about sounds phonological awareness, and that leads us to phonemic.

00:42:33

This and for example, we're listening.

00:42:36

So we're using our ears.

00:42:38

I like to use a funnel to show that all the sounds are coming into our auditory system.

00:42:43

OK, so when somebody says the word spider and they ask you how many sounds do you hear, you can say I or there are five sounds in that word, spider.

00:42:54

No print.

00:42:55

Is involved.

00:42:56

Then we add on the symbols which are our letters of the alphabet.

00:42:59

So we talk about print awareness and alphabet knowledge.

00:43:02

So when we're reading the word spider, this is what it would look like, and then we can take our knowledge about vowel patterns or syllable types.

00:43:12

So we know that spider right is 2 parts.

00:43:15

You can say Spider spy.

00:43:17

Der what's the word?

00:43:19

Spider and we can put our hand under our chin and feel the two syllables and spy der because for every vowel sound our jaw drops and then we learn that spy is an open syllable type.

00:43:31

So I has to say its name I.

00:43:34

That's why it's spy and der because the ER is a boss.

00:43:38

And it says that her sound.

00:43:40

So that's how solidification works into.

00:43:44

OK, so now I'm going to take each of those six areas of structural literacy and go into them in a little deeper way.

00:43:51

We still have time, so we're doing well here.

00:43:53

OK.

00:43:54

So again, we're starting with that PSS and then we'll go into the MSS.

00:43:58

So we're starting with phonology, which again we know is the study of the sound structure of spoken words.

00:44:05

Some people call it the science of speech sounds.

00:44:07

The rule system within a language or the speech sound system of a language.

00:44:12

But when we specifically talk about phonology, we're not using our eyes, not at first anyway.

00:44:17

We're using our ears that listening and speaking to the sounds of language.

00:44:23

OK, so again, this is our little funnel and phonological awareness is all the parts of the funnel.

00:44:29

So it starts out at the top here, the widest part of the funnel and we're talking about all the levels of awareness.

00:44:37

So we start out with words.

00:44:39

So if I say I like pizza and I ask my kindergarten student.

00:44:43

How many words do you hear?

00:44:45

And they can say I like pizza.

00:44:47

I heard three words.

00:44:49

Well, we know that they are now aware of words within sentences, and they can break that down.

00:44:54

Some little children think I like pizza is one word because they don't understand.

00:45:00

That concept of what a word is, and they just think it's a burst of sounds coming out of our mouth, right?

00:45:06

So up at the top, the whitest part of our funnel is words.

00:45:09

Then we move down to syllables because they're smaller parts.

00:45:13

And then eventually we get down to the skinny part of our funnel, which we're going to call phonemic awareness where we're going to deal with those.

00:45:21

44 individual phones.

00:45:24

So again, if we want a definition of phonological awareness, we can say it's the understanding of the different ways that oral language can be divided into smaller components and manipulated.

00:45:35

So it includes phonological sensitivity, a new term I learned from.

00:45:40

I think it was Doctor Paige Pullen.

00:45:41

I want to give her.

00:45:42

Credit for that.

00:45:43

In in another session somewhere and those are the larger chunks of of language that we hear up here.

00:45:51

Those are the words, the rhymes, the syllables, the onset rhyme.

00:45:55

We still want to do that again depending on the age of our students and pre-K that would be very appropriate.

00:46:00

But we want to get down to that phonemic awareness or that skinny part of our funnel, and start dealing with phonemes as soon as possible.

00:46:08

And when we get there, then we want to start adding the letter or letters that represent those phones.

00:46:13

So again, here we go.

00:46:14

Phoneme phonemic awareness is the skinny part of the funnel.

00:46:17

It's the awareness of the individual sounds.

00:46:20

That make up words and the ability to manipulate those we know the phoneme is the smallest unit of sound that distinguishes the meanings of spoken words.

00:46:29

So if I say.

00:46:30

But the meaning of bat is very different than boat, where only one phoneme, the medial phoneme changed, so we know.

00:46:38

And again, if you're a linguist or a speech pathologist, you may not agree with 44 sounds. Some people say up to 56, but in reading most of our reading colleagues and researchers agree that there are 44.

00:46:50

Sounds in English language which include 25 consonant sounds, 18 vowel sounds plus that schwa, and I think you all know what the schwa is.

00:46:59

If not, you can ask me in a question and I'll answer that later.

00:47:03

It's a fun thing to talk about.

00:47:05

All right.

00:47:05

So just that you involved a little bit, I know it's late in the afternoon and I appreciate you.

00:47:09

I hope you're drinking a cup of coffee and hopefully I'm keeping you awake, not putting you to sleep, but let's see how many sounds do you hear in the word box.

00:47:17

Obviously I don't see your pictures, so I'm gonna assume that you said four if you said three, that's the most common response I get.

00:47:26

When I do these in person or online, some people even say one or two.

00:47:31

Those who say one probably thought I said how many syllables are in box.

00:47:35

If we say the word box, there is one syllable.

00:47:39

Some people think onset rhyme, so they would think ox, and they say two.

00:47:44

Many people say 3 because we know there are three letters, but the correct answer is 4, because what?

00:47:50

Do we hear?

00:47:52

Ah, the letter X represents 2 phonemes, the and the.

00:47:59

OK, so if you were correct, I would say give yourself a silent applause.

00:48:04

And that is something that, as educators, as teachers, we need to understand before we can help teach our pre 12.

00:48:12

Students as well.

00:48:13

What about the word?

00:48:14

Enough now a lot of people get confused with all that OU GH stuff.

00:48:19

So what I'm going to say is close your eyes and listen to the sounds and enough and count on your fingers how many sounds.

00:48:26

Here again to save time and because I don't see you, I'm gonna do it here and it.

00:48:31

Would be EN uh.

00:48:35

So again, there are four sounds in the word enough.

00:48:38

Now if you can say enough backwards, you are really fundamentally aware.

00:48:42

Let's try it forwards and then backwards.

00:48:44

You're ready E.

00:48:46

Uh, uh E funny, so enough backwards is funny.

00:48:53

If you can do that, you are what David Kilpatrick might say, phonemically aware you are manipulating those phonemes in a very automatic way.

00:49:02

What about the word the?

00:49:05

How many sounds do you hear in that word, though?

00:49:06

Look at that.

00:49:07

We have 6 letters, but there are only two.

00:49:09

Sounds listen.

00:49:11

Ohh so it can be 123 or even 4 letters which we would call it graphing that represents those sounds. OK, so teach backwards. That's just another practice item. So we could say.

00:49:25

Each say it backwards, eat, cheat, and we already did enough.

00:49:31

OK, so again, I'm not going to go through all of this to save time, but this is if I always tell my students if you are stranded on an island somewhere and you're teaching phonemic awareness and you don't have any teacher guides or resources, you would probably start with isolation 1st and you would ask what is the first sound of Matt and the student.

00:49:50

Would say hmm.

00:49:52

Same sound.

00:49:53

Bag, ball, bus.

00:49:55

We're listening for the same beginning sound the categorization or sometimes people call this odd man out.

00:50:02

And this is an interesting one, because you have to be careful how you ask your question.

00:50:07

So if I said tell me which one is different milk mouse.

00:50:11

I'm looking for beginning sound and the correct answer is cat.

00:50:16

But what if the child answers milk?

00:50:19

They then say, well, a mouse and a cat are animals, so they go together.

00:50:23

So this is very true, and that child is very smart.

00:50:26

If you check their IQ score, it's probably quite high, but we have to be careful how we ask our question, which one does not begin like the others, right?

00:50:35

Not how are they the same or how are they different blending and segmenting?

00:50:39

I think we all are familiar with that, so the blending we put the sounds together, segmentation we take it apart and then of course manipulation.

00:50:47

I do want to go through this one because some people have difficulty with manipulation, so if I said to you say the word at and you say at and I say at A to the beginning.

00:50:57

And of course, there are no letters here. We're totally oral here. You tell me, Matt. That one's pretty easy, right? Deletion is a little more difficult. In fact, some people say students with dyslexia.

00:51:08

Have an especially hard time with deleting sounds.

00:51:11

Again, you're not seeing the word here, you're just hearing it.

00:51:13

So I say say the word play you say play, I say, say it again, but don't say all and you say pay.

00:51:19

Now what I do as an adult, I look at the word in my head PLA Y remove the L and I see pay.

00:51:25

But again, this was meant to be a phonemic awareness activity where you don't see the letters.

00:51:30

The substitution I'm going to use the example I used before, say the word that change the at to oh, what do you have?

00:51:37

Most teachers tell me bot.

00:51:39

But it's not bot it's boat because I didn't say change it to ah, I said change it to ohh.

00:51:44

So again, when we do this, we have to think like our speech language pathology friends.

00:51:50

SLP is because they think.

00:51:52

Sound and teachers, most teachers, myself included.

00:51:55

We usually think letter 1st and when I did started doing all this in my classrooms, I I had to step back and think sound 1st and then again the reversals are the most difficult.

00:52:05

So like we did with enough we say the word might might say it backwards time.

00:52:12

So these are some activities we can play with our students again in a appropriate, developmentally friendly way.

00:52:18

So then eventually we get this Alcona boxes are called sound boxes.

00:52:23

I'm sure you've all seen this where we.

00:52:25

Say a word.

00:52:25

Like fish and we have them push a chip or a penny into the boxes and they say.

00:52:33

And then gradually and again, as soon as we can do it, the better and I've had some discussions with colleagues of mine like how soon as soon and this is where you have to know your students.

00:52:44

Obviously we want our get our students to print because we want them to read, so we don't want to stick on this oral only for to walk.

00:52:51

It's important.

00:52:52

But I think it's a time factor that we have to discuss and and consider.

00:52:56

So if I said the word fish, I would say to my student, OK, you heard tell me what letter spells that sound and then we will.

00:53:04

Yeah, OK.

00:53:06

The next sound, eh, by the way, I also use sign language for vowels.

00:53:09

Does that's helped my students a lot in the past.

00:53:12

I'm not a speech language pathologist, but I know some science, you know, for the letters and that helps a lot because it makes it more tactile kinesthetic.

00:53:19

They can feel it and then it helps with their reading, writing and spelling.

00:53:23

So going back to fish, so the next sound.

00:53:25

Here is it OK how do I spell that with that letter I and then the last sound I heard was.

00:53:32

But is one of those sounds that we write with two letters.

00:53:36

It's 2 letters.

00:53:37

We call it an H brother.

00:53:39

At least that's what I called it in my classroom with little ones.

00:53:42

But when I do this in my classroom, I always put one line under it to show the students it's 2 letters, but it's one sound, so it only has one sound box.

00:53:52

But it's 2 letters representing or spelling that one sound, and I believe it was Doctor Joe Torches and another one of my heroes who has retired.

00:54:01

I believe he used the term phonemic decoding, so we're going from the phoneme to the grapheme, and we can call that phonemic decoding and then eventually.

00:54:13

Oh, that was a lot.

00:54:13

So that was phonological awareness.

00:54:17

Let's see.

00:54:18

Do we want to take a break here?

00:54:19

Are there any questions, Melinda, or at this time?

00:54:24

If not, I'll just keep going.

00:54:26

Thank you Doctor Cohen for all of this great information so far, there are no questions in the chat box, but if anyone has questions, please feel free to include them there and we'll stop in just a bit for any other questions that may come up.

00:54:34

Oh good.

00:54:44

Thank you so much.

00:54:45

So in that case.

00:54:46

We will.

00:54:47

Be going on to the next part, which is number two of our PSS MSS and this is called sound symbol association or the alphabetic principle.

00:54:57

So again, it's the systematic and predictable, and I put those words in red because there will be some people out there who always tell me phonics is not systematic.

00:55:06

It is not predictable.

00:55:07

Well, it is once you understand it, right?

00:55:10

But you have to understand that regularity first.

00:55:13

So it's the relationship between the letters of written language and the sounds of spoken language.

00:55:18

Which we can a simple way is we can say it's the way print matches speech or the relationship between phonology and orthography.

00:55:26

Again, the pH ON meaning sound and the ortho and the graph here meaning letters, also known as the alphabetic code. Some people just call it phonics. OK, so here's where that word orthography.

00:55:39

It's, you know, is very important.

00:55:41

It's the writing and spelling system of a language.

00:55:44

So again, we're looking at.

00:55:45

The letters of our.

00:55:47

Every language has its own orthography.

00:55:50

It's the system in which the sounds again the phonemes of a language are represented by written or printed symbols, which we call graph themes.

00:55:58

Let's look at these three examples.

00:55:59

So cat would be a very nice example of a nice sound to symbol or letter to sound connection.

00:56:07

We hear cat.

00:56:09

Act right, so we spell it CAT.

00:56:12

So it has three sounds, right?

00:56:14

Our at it has three graphemes, CAT and those graphemes just happen to be one letter each.

00:56:21

But now.

00:56:22

Let's look at.

00:56:22

The word sheep.

00:56:23

I still hear 3 sounds HE, but now.

00:56:28

That sound is represented by two letters as.

00:56:32

H The E sound is represented by two vowels EE that graphene E and then the final is represented by one letter, the graphene P.

00:56:42

So we have 3 sounds, 3 graphemes of five letters.

00:56:46

So that's where sometimes it gets a little confusing for students.

00:56:49

So again, a graphene can be one.

00:56:52

2-3 or four letters that represent one sound. For example, in this word, though, remember before we said Ohh 2 sounds but.

00:57:03

Two graphemes and O, but that it happens to end up being 6 letters, so that can be confusing unless it's taught directly and you know, given lots and lots of examples, by the way, under the THI have a straight line that's I don't use the International Phonetic Alphabet. Again, I'm not a speech language pathologist.

00:57:23

So when I put a line under the TH, that means the voice where your your, your teeth and your tongue are kind of vibrating a little bit.

00:57:33

So I just wanted to mention that has anybody asked why?

00:57:36

So that brings us again to phonics and we know that phonics in the olden days of whole language that was kind of a not a very nice word, some people called it The Dirty F word, but it's not even though the pH represents the sound we have to be careful.

00:57:50

OK, phonics just relates to instructional practices that emphasize how spellings.

00:57:56

Are related to speech sounds in systematic ways.

00:58:00

Again, a lot of.

00:58:03

Oh my gosh alliteration here.

00:58:05

OK.

00:58:05

And we know that graphemes represent or cell phones for younger kids.

00:58:09

I like to use the word spell because they probably don't know what represent means, right?

00:58:14

So graphene spells the sound or the phoneme.

00:58:18

So there are different ways to teach phonics, and yes, like I said before, in a typical structured literacy classroom, your first.

00:58:26

Try right I guess would be synthetic.

00:58:29

So you're teaching the students to sound out the letters letter by letter, sound by sound left to right.

00:58:34

So they see this word and they go at and here's what happens.

00:58:39

Some students that I had this happen to me cause remember I'm old and I've worked with many.

00:58:43

Many students over the years.

00:58:45

I would say sound it out.

00:58:47

And they would say at and then.

00:58:49

I would say.

00:58:49

What's the word?

00:58:50

And they might say dog or bus, or they might even.

00:58:52

Say tack, because that was the last sound they heard, and that happened to be in their immediate memory recall.

00:58:59

So then we would say now listen again.

00:59:02

Let's blend those sounds together.

00:59:04

Let's put them together, cat.

00:59:06

Now for kids who can't do that, particularly the kids who cuh.

00:59:10

Ah, tuh.

00:59:11

And they say cut Atta.

00:59:13

We may want to think about using body coda.

00:59:16

And again I'm saying this from my way of thinking.

00:59:19

My perspective.

00:59:20

You don't have to agree with me.

00:59:22

I am not a researcher, I'm a teacher with a lot of experience that read a lot of research.

00:59:26

OK, so just kind of keep that in mind.

00:59:28

I'm kind of more practical maybe than than some.

00:59:31

Some of our colleagues, so body code and means we bring that vowel sound to the beginning consonant.

00:59:39

That's the body, and the coda is that last sound.

00:59:42

So if they're trying to read this word, cat for some students, it might be to their advantage to say cat.

00:59:50

What's the word, cat?

00:59:52

What that does is it takes away that extra uh schwa sound.

00:59:56

If they said Cuh Ah Tuh or Ba ATA, that we're bat, right?

01:00:00

So the beginning consonant, OK, bring the vowel toward it, and then add that final sound.

01:00:06

Cat, cat.

01:00:08

Now analytic phonics.

01:00:10

Might work with some students, particularly once they get the synthetic phonics and they know how to go left to right sound by sound.

01:00:17

Then we might be ready to teach them on set rhymes or word families.

01:00:21

And again, sometimes this is done in spelling.

01:00:23

So if we're teaching the short A or the at family, maybe our eight of our 10 spelling words might be cat nap.

01:00:30

That sad, fat and so forth.

01:00:32

And then we throw in one or two challenge words or what we used to call sight words.

01:00:37

But now we're gonna call it irregular heart words and we'll get there in a in a.

01:00:40

That now my personal favorite.

01:00:43

If all of these don't work, or even if they do, depends on the child we want to start introducing syllable types or what I call with my little ones vowel patterns.

01:00:52

So what we do here is we put our finger on the vowel and we look at the pattern obviously after.

01:00:57

It's been taught.

01:00:58

And we know because this is a closed.

01:01:00

Pattern or a closed word that T is holding in that a.

01:01:04

So when it's held in there it's squished in there and it can't get out to say its real name.

01:01:09

It can only say it's special sound.

01:01:11

Get Me Out of here.

01:01:12

And that's why it's at and.

01:01:14

Hat I find that that for some students this works.

01:01:18

You know better than some of the others, but again, I want to clarify it.

01:01:22

It depends on your child or your student, and then of course we would teach all the patterns that I'm going to share with you.

01:01:28

So for example, in an open pattern, again we put our finger, our pencil, on the vowel.

01:01:32

Where is it?

01:01:33

It's at the end.

01:01:34

How many one?

01:01:36

That tells me that it's going to say its name or its long vowel sound E so my word is me.

01:01:41

So that's in, in my opinion, again some different ways that we can teach phonics based on the ability level and the students who are work.

01:01:52

What I hope that doesn't get me in trouble.

01:01:55

OK orthographic mapping.

01:01:57

This is a term that was is relatively recent.

01:02:01

I would guess even though Doctor David Kilpatrick talks about it in his book in 2015, it's a process by which words are stored in memory for instant, effortless automatic retrieval while reading.

01:02:13

So for example, if I asked if I pointed to the word mapping and I said don't read it.

01:02:19

You can't not read it because your brain has already processed it orthographically, mapped it, and it's popping up in your word letter box in the back of your brain here.

01:02:29

And you're you have to read it.

01:02:30

You can't not read it.

01:02:32

And that's what we want to happen, for all words, for all students at some point.

01:02:36

So we like to think of it as context free.

01:02:39

Accurate and immediate word.

01:02:41

Mission somebody said that and I forget to give them credit cause I don't know who said it, but the phonemes in a word spoken pronunciation are the parking spots for the graphemes.

01:02:52

In other words, the graphemes, the letter, or letters that represent those phonemes are going to go in that parking spot and and and represent those sounds.

01:03:02

Sight words are all words that can be recognized immediately without sounding out or guessing.

01:03:08

And dyslexia can be characterized by difficulties with orthographically mapping words, so that's one of the major characteristics.

01:03:17

So here's what an activity that we can do something you can bring into your classroom tomorrow, we call it phoneme graphing mapping.

01:03:24

There's lots of wonderful resources out there, but I just made one up here for practice, so we take the word.

01:03:29

Matt, first step is we listen to how many sounds at we either push a chip or we can put a little X in the box.

01:03:37

And then we say now what letter spells that sound and we can see here it Matt is a very nice one to one sound to graphing to letter.

01:03:46

Then we have the word strap.

01:03:48

Now I've heard teachers say that blends are considered one sound that's absolutely, positively incorrect.

01:03:54

A blend, whether it's a two letter blend or a three.

01:03:57

Better land like in strap, we hear each sound.

01:04:01

So it's ur ah.

01:04:04

So again, we will put chips or X's in each box. We hear 5 sounds and then we map them to the graphene that represents each one.

01:04:13

Again, it's a very nice one to one correspondence letter to sound.

01:04:17

Then we get to a word like 3 and again TH is a digraph I pull in an H Brother 2 letters.

01:04:24

That represent one sound, so it's spur E3 phonemes, 3 graphemes, 5 letters. By the way, I always and again some people think it's it's wrong to put vowels in red, but I I consider it a type of scaffolding.

01:04:39

As long as the students need it to help them see those vowel patterns, I keep it in red and then gradually take the color out.

01:04:46

But to me, it's just like teaching place value in math where we do greens in one and 10s in blue and hundreds in red.

01:04:55

Or at least that's how I used to teach math.

01:04:57

So anyway, it's it's type of staff.

01:04:59

Stuff holding punch.

01:05:00

Again, 4 phonemes, 4 sounds 4 graphemes, Ch is another H brother or digraph 2 letters, one sound. And here we have an example of an IGH representing a three letter graphing representing the sound I so again Booker I4 sounds.

01:05:20

For graph things and the more we do, this not only will it help students decoding abilities, but will also help their encoding or their.

01:05:28

Spelling. This is just some color highlighting I always used in my classroom. And remember I started back in 1974 before probably most of you were born. But my first year in the classroom, I I did a lot of this but learned so much over the years. And again a type of scaffolding. And if you saw my students, they would say.

01:05:50

If I said one of the vowels, they would go.

01:05:52

AEIOU sometimes Y&W because Y&W can be considered sometimes vowels or vowel helpers, and again, our digraphs are two or more letters representing 1 sound dye, meaning two, and then blends can be two or three letter blends, and there's a whole bunch of them beginning and end.

01:06:13

OK.

01:06:14

So again, Louise emotes my hero in her book speech to print.

01:06:18

If you don't have it, it's another one worth getting to me.

01:06:21

It's like a Bible speech to print language essentials for teachers.

01:06:25

She says that English is more folk than anemic, so it is predictable based not just on sounds, but.

01:06:33

Also on meaning.

01:06:34

So the morpho part is the meaning part.

01:06:36

The phonemic part is the sound part.

01:06:39

So when people say ohh it's not a one to one.

01:06:41

No it's not.

01:06:41

If you only look at sound.

01:06:43

Look at this.

01:06:44

When I first saw this, I thought this was.

01:06:45

Amazing 50% of common English vocabulary can be spelled by phoneme grapheme correspondences alone.

01:06:53

Half of our language, 36% more can be spelled with only one change. One phoneme grapheme correspondence rule.

01:07:02

10% more are spelled accurately if we consider word origin, word, meaning and morphology.

01:07:09

So according to Doctor Moltz, there are fewer than 4% that are true oddities. So don't let anybody tell you that English is crazy or English is wacky.

01:07:18

It's not once we understand where our language came from and how we can teach it to our students, so that brings us to #3 syllables, which is my favorite favorite thing to talk about.

01:07:29

So again going back.

01:07:30

To our spider, we know a syllable is a word or part of her word that includes 1 vowel sound.

01:07:36

Syllable types help readers pronounce the vowel sound.

01:07:39

Within each syllable, there are basically six types.

01:07:42

People call them spelling patterns.

01:07:44

I call them vowel patterns because I always wanted my students to look at the place and the position of the vowel within the syllable.

01:07:51

And once we understand these six types, we know that English is 85 to 88% regular. It's not a guessing game.

01:07:58

OK, so this is something that I created.

01:08:00

It's like a graphic organizer back in the day when I.

01:08:03

Just learning more and more about language and language structure.

01:08:07

I did not invent syllable types.

01:08:09

I do not want to take credit for that.

01:08:10

They were invented much more, you know, long time ago, before me.

01:08:14

The thing I did do, and I will take credit for this.

01:08:17

I divided double double vowel teams into talkers and whiners because for my students.

01:08:23

Putting them all, pushing them all together was too much.

01:08:26

So again, I'm sure many of you are aware of the different patterns, so I I do like to teach sometimes whole part whole when we're talking about concepts.

01:08:34

So this is what I would call a VPC or Valve pattern chart.

01:08:37

I've used probably thousands and thousands of these in my classrooms and this is where we would categorize words once we've learned.

01:08:46

OK.

01:08:47

We go back, we review.

01:08:48

We reinforce we revisit based on the pattern and trust me this works.

01:08:53

It works for many, many, many kids that I've worked with as long.

01:08:56

Also high school kids and adults who were dyslexic or had major difficulties learning to read.

01:09:02

So you see cat and fish, how many vowels 1, where are they?

01:09:07

Closed in by one or more.

01:09:08

Resonance above would be the first syllable of the word bubble, so once we break our consonant le words into parts, OK, we have Bob bull here.

01:09:19

We have open words again, one vowel at the end.

01:09:22

It's long, which says it's name.

01:09:23

Go Tay for table one students learn this.

01:09:27

They're not going to say table.

01:09:28

Because they know we break off the consonant.

01:09:31

LE and what's left a why does it have to be a not F? Because it's open, we all know about silent E, where the silent E gives all its power to the vowel before it, and by the way, people say, well, what about words like love and give and have?

01:09:45

Well, do you know the no word in English ends in V?

01:09:48

So in that case it's just a.

01:09:51

The marker, it's kind of a holder.

01:09:53

So we have to know why and when students bring this up and say well, you know, somewhere along the line of history, somebody decided to add an E because no word in English ends in a V and I used to tell them the E holds up the V so it doesn't fall over.

01:10:06

We can't have the V at the end of the word.

01:10:09

Then we have our bar CR or our control where we have one vowel followed by R and it alters the the sound, so it's not an at, it's not a, it's an R and then here we have tur as part of turtle and then our double vowel teams and most books are going to be all mushed together.

01:10:25

But again, I call them talkers, where the first one talks and says his name.

01:10:28

All heard that rule or generalization. It's true it doesn't work in 100% of the case. I don't think any of these do, but it's a place to start and I always tell teachers that phonics is an approximation. It's not a guarantee that we're gonna come up with the one exact.

01:10:44

Word and under whiners, you'll see they are diphthongs or vowel variants, so I'll show you that in a in a minute.

01:10:53

So the two important questions we ask are how many vowels do you see and where is it or where are they?

01:10:59

And we know the number and the position of the vowel is critical.

01:11:03

So back in the day, and I'm not mentioning any names.

01:11:06

But when people said don't teach phonics and don't even worry about those vowels ohh those vowels, they can make so many different sounds.

01:11:12

Just teach the consonants and let students take a guess.

01:11:15

Ohh my goodness that makes my heart go crazy because that's so not true.

01:11:20

So let's look at.

01:11:23

What these are, and again, you don't have to use these definitions and I would not.

01:11:28

I'm going to repeat, I do not have students memorize these.

01:11:31

Some people do, and that's OK.

01:11:33

I'm looking more at the pattern within the word that will help the student decode or recognize this word.

01:11:39

Now in my classroom where I taught for 20 almost 25 years, my students and I, this was like a.

01:11:44

Struggling first second grade combo of students with dyslexia.

01:11:49

We came up with these little Jingle.

01:11:51

One lonely vowel squished in the middle says it's special sound just a little, so they would go to the word OK, how many vowels?

01:12:00

One where is it squished in?

01:12:02

What am I going to say?

01:12:03

Ah, and by the way, I always taught special sound.

01:12:06

Is this is the short vowel sound?

01:12:09

I don't do short and long because I realized the hard day.

01:12:11

Especially with young kids, if you say short, they're gonna write their letters tiny.

01:12:16

If you say long, they're gonna make them tall or stretch them out.

01:12:19

So until they understand that concept of short and long vowel, I always say the special sound and it's real.

01:12:25

Thing OK, until they get it again.

01:12:28

So let's take a word like gum.

01:12:29

How many vowels?

01:12:30

One where is it closed in?

01:12:32

Uh, special sound.

01:12:33

Uh, like umbrella.

01:12:34

And by the way, we do use specific objects, Apple.

01:12:39

Ed the elephant?

01:12:41

Itchy, the interim octopus and umbrella.

01:12:44

So whatever objects or pictures you use, as long as they represent a really good short vowel sound, you have that association.

01:12:52

The other thing is I do that like I told you before the sign language.

01:12:56

So a kind of looks like a lowercase a.

01:13:00

Yeah, my thumb goes across my other fingers and that reminds my lips I have to pull way back like a straight line.

01:13:06

Eh, eh, my little itchy.

01:13:09

The inch worm and I can itch my head with that.

01:13:12

Ah, octopus.

01:13:13

My lips are nice and round like the letter O uh and uh for umbrella.

01:13:18

When I was when you were a baby, what did you want?

01:13:20

Your mom and dad?

01:13:21

Do pick you up, up, up.

01:13:22

So that makes the letter.

01:13:24

You and the sound, uh.

01:13:26

Now notice it's not just CVC words, but once they understand this pattern, they can read most words that have a closed pattern.

01:13:33

So again, if this is ah, they go best.

01:13:37

Do you see how much more fluent that is than than guessing?

01:13:41

And then again not the first week I introduced this, but a little bit.

01:13:44

Later on, we also show them that there doesn't have to be a consonant before the vowel, it's just that one at the end that holds it in.

01:13:52

So we closed pattern words are also at Ed in on up at and so forth.

01:13:58

OK, so we know that most words and early emergent literature are CVC words or closed patterns.

01:14:06

So it does make sense to teach this one first and then again if we're going to be explicit, systematic and cumulative, we're going to add on to this.

01:14:14

OK.

01:14:14

So then after we teach a close word, by the way, I also do a closed sandwich.

01:14:18

So and this is where which I had more time.

01:14:21

So the consonant is the bread, and the vowel is the meat.

01:14:24

I don't know if you can see this.

01:14:25

So in a word like thin, my consonant is the bread of my sandwich, the F the vowel is my bone that I and the N is the other consonant.

01:14:34

The other piece of bread holding in that bowel so it can't get out and say it's real name.

01:14:38

So again, there's so many different little activities and strategies that we can use, but I'm just trying to teach the concepts or share the concepts with you today.

01:14:47

So open the little Jingle is if one vowel at the end is free, it pops way up and says it's named to me.

01:14:54

So again, I have my sandwich, my bread, and my vowel. Now my vowels at the end so it can pop up and say it's real name or it's long vowel sound like the words EM, EE she oh go and so forth.

01:15:08

And then our silent E.

01:15:10

Again, the silent E is so powerful it gives all its strength to the other vowel, so it can say its real name or its long vowel sound.

01:15:18

So in this case it's a make me Steve, I ride and so forth and somebody to workshop.

01:15:24

I did somewhere in the Midwest came up with this and I wish I had her name to give her credit, but I really like.

01:15:30

It so I'm sharing it.

01:15:31

She said. And this.

01:15:32

Is, I think, a little better for old.

01:15:33

The kids, the silent E is quiet, but it has a claim to fame.

01:15:37

It makes the vowel before it say its real name, so it's another little Jingle or way to help kids remember without memorizing a rule.

01:15:45

I always say these rules are or.

01:15:47

The generalization is for the adults, for the teacher, and again, some students like memorizing.

01:15:53

That's fine.

01:15:54

And you notice again, no word that ends in V.

01:15:59

In English, no word that I'm sorry.

01:16:02

No words in English and in V so we're not going to worry about that silent E in words like live and love and have and give.

01:16:09

OK.

01:16:09

And then we have our our controlled, I always teach this one after someone come back to this one.

01:16:15

So I break up the double vowels into talkers and whiners the talkers.

01:16:19

Again, and I know you've all heard this and some people don't like it, but it does work.

01:16:23

And I I don't know the exact percentage, but it's enough to teach it.

01:16:27

The first one does the talking, says the same, and these are all the possible combinations.

01:16:30

That's it.

01:16:31

So it's an approximation.

01:16:33

It's something to try.

01:16:34

So we see two vowel.

01:16:35

All together we say a rain and we always tell our students that when two vowels are together, the second one is polite and lets the first guy say his name.

01:16:43

So it's a rain E meat I pie U blue. Ohh slow and you see here we are. Y&W work is sometimes vowels. OK, so then we do talkers.

01:16:55

And then we go into whiners.

01:16:56

Whiners, again, we have two vowels next to each other, but in this case, they are our diphthongs, are Oy and Al are two true diphthongs.

01:17:04

We call them the Oye boys and then we have what we call vowel variants.

01:17:08

That's the ah, the ooh and.

01:17:11

Oh, OK.

01:17:12

Again, I have a story for this.

01:17:13

So when a little, let's pretend the little boy falls down, he hurts himself.

01:17:17

He it hurts.

01:17:18

He cries so he goes out.

01:17:19

It really hurts and he shows his friend and he goes, oh, that's gross.

01:17:22

He goes home to his mom and his mom goes ohh.

01:17:24

Poor baby.

01:17:24

You have a Boo Boo.

01:17:25

And then his grandma in Miami.

01:17:27

Miami Beach gives him a cookie.

01:17:29

So that's my quick little story about double Bell.

01:17:32

So after I do talkers and miners, then I do.

01:17:35

Our control, because there are very few words in earlier merchant literature that contain our control or by see our words and in this one I teach the ur girls cause it's one sound but three different spellings.

01:17:46

OK, now I have to go really fast now and then.

01:17:49

Consonant LE, we just tell them that the LE grabs the consonant before it.

01:17:53

And by the way, even though I don't use the words.

01:17:55

Open and.

01:17:57

I'm sorry. Long and short vowels, we do use the words, vowels and consonants from the very beginning. OK. And again, you can see once they know closed open tackers winners and our boss CR, they can read, I think close to 100% of consonant.

01:18:12

LE words.

01:18:13

OK.

01:18:14

And then we have syllable division.

01:18:16

And this again, a lot of students, again, the the animals are just associations to help them read.

01:18:21

Remember back in the day I used to teach CVCV CVCV, but I realized that for very young children it was hard for them to remember.

01:18:30

So we call them turtle words, rabbit words, tiger words, camel words and lion words.

01:18:35

We already know the turtle words, because that's the consonant le pattern on our chart.

01:18:40

And then this is the strategy for syllabication.

01:18:42

So we call it spot and dot.

01:18:44

So we spot the vowel dot it, spot the vowel dot it, connect the dots.

01:18:49

How many consonants are between 2:00?

01:18:51

So we break between it and then what do we have Rab does it's closed and bit because it's closed rabbit rabbit.

01:18:59

And again it also will help spelling.

01:19:01

If there's only one consonant after we do our spot and dot, we usually break right before that consonant, so we have Thai, Gert.

01:19:09

That's why it's not Tigger. Tigger would have to have two G's, because it would be closed and bus yard if it doesn't sound right, we move over. So if we broke it here, it would be K Mel. But what's it K, Mel?

01:19:21

I never heard about that.

01:19:22

Remember, we always want to bring phonics stuff back to meaning because that's what it's all about.

01:19:27

We're trying to get kids to figure out the meaning of these words, so then we move over one and we have Cam L camel.

01:19:33

OK, so if we had more time, I would give you some time to break up these words, but since we don't, you can do them on your own later.

01:19:40

And here are the answers and you will have access to the slide deck.

01:19:43

So if we have award like Atlantic, this is a great one to start with older kids who are struggling because if they look at you know this and just take a guess, but once they know how to do.

01:19:52

This font and dot and break them up.

01:19:54

And they know the vowel types.

01:19:56

They can easily read these words and remember it helps spelling too.

01:20:00

And by the way, this is where it's a schwa.

01:20:02

But I always tell students, remember it, practice it the way it's supposed to be.

01:20:06

Act como.

01:20:08

Date and you'll always spell it correctly, but when we talk, we get a little sloppy and we say accommodate, and then this would technically be a schwa sound or the uh sound in that syllable.

01:20:17

So why do we want to do all this? This is my little quote because when students have the means to conquer the code, they'll reach the goal and master the meaning. So now I have like 5 minutes to go through 4-5 and six.

01:20:29

But I think those were the there was a lot more heavy information on those first three, but I still want to make sure that you know that morphology, syntax and semantics is part of structural literacy, so morphology.

01:20:41

Sleep pretty much is the use of meaningful units of language.

01:20:45

So we're studying about base words or root words, affixes, prefixes and suffixes.

01:20:51

Remember, our morpheme M is the smallest unit of meaning in a word.

01:20:55

So even though Salamander is a really long word and has a lot of letters, it's only one unit of meaning.

01:21:01

So it's one morpheme.

01:21:02

Whereas boys, even though it's a short word, it's two morphemes, the word boy and the suffix S and the word photographer.

01:21:09

There are three morphemes, photo again prefixing green, cause it's the beginning of the word suffix in red, cause it's at the end, so it has three different sets of meaning, and.

01:21:20

And that's how that morphology works.

01:21:22

So here's some examples.

01:21:25

By the way, the difference between a base word and a root word is a base word can stand by itself, like friend in heat, but a root word like SPECT, cannot.

01:21:33

So these would be bound morphemes.

01:21:36

So we would have unfriendly reheated.

01:21:40

Inspector, someone who specs and there's some great resources that you know.

01:21:46

I can share.

01:21:47

With you another time.

01:21:48

But there's something called morphine magic by Jeff Blazer and she just came out with a new one called morphemes for little ones.

01:21:55

That has beautiful photographs and and and suggestions on how to teach morphology.

01:22:01

So then we have syntax again, which is the grammar, and if you haven't heard of Margie Gillis, she is the owner and I guess director of Literacy Howe and she has four different books.

01:22:15

And one is called syntax and she has.

01:22:16

Some really, really good.

01:22:18

It's a very read a friendly book on activities to help students with syntax.

01:22:23

Of course, there's lots of resources out there, but because I'm short of time, I'm just giving you the one that's on the top of my head.

01:22:29

OK, so that would be our grammar syntax.

01:22:32

And a very simple way to do that is when we teach subject and predicate.

01:22:36

Again, I know I get carried away with the color coding here, but again, when I was in the classroom I taught subject in green because again, these were very young kids and in most cases very simple sentences.

01:22:46

The subject is in the beginning and the predicate that has the word read in it would be.

01:22:52

The the verb and over to the end.

01:22:54

So we read a passage.

01:22:56

We read a sentence like where did the big dog run?

01:22:58

We cut the sentence, strip up into words.

01:23:00

We mix them up, and we have the student put them together and making sense so that it would be grammatically, syntactically appropriate.

01:23:10

And then in semantics or comprehension.

01:23:12

You're talking about meaning in Word sentences and in texts, and that's obviously.

01:23:17

The goal of.

01:23:17

Reading instruction always was always will be.

01:23:20

These other parts are how do we get all our students to independent comprehension?

01:23:25

This is one of my favorite strategies that I learned from Doctor Carr.

01:23:29

Cummins, she calls it a shape goal map, so we use this for comprehension.

01:23:33

My students love this.

01:23:34

It's very concrete.

01:23:35

It's visual, so the triangle and I would put a BB in the in the middle of my triangle because at the beginning of a story it usually tells you about setting, so this corner is my setting. When and where did it happen? This is my characters.

01:23:49

Who or what is my story about?

01:23:51

And that usually leads to a problem.

01:23:53

What is the problem in my story then?

01:23:55

The rectangle, which has four sides we go back to our story and which usually happens in the middle of our story and we find 4 main events, four sides, 4 angles, 4 main events.

01:24:06

And then the end is a circle.

01:24:08

What goes around comes around.

01:24:09

So our problem that we located up here is solved down here at the end of our story.

01:24:16

OK, I just put some other strategies for improving text comprehension.

01:24:21

You can read that in your free time.

01:24:23

So in summary, structured literacy is the most effective.

01:24:26

Approach to teach students who experience difficulty learning to read and write, including those with dyslexia.

01:24:32

But remember, it benefits all students.

01:24:34

It includes both the elements or the content and the principles or methods of effective instruction, the what and the how.

01:24:41

It's based on the science of reading, and according to Doctor Louise Motes, the science of teaching.

01:24:47

So again, our challenge is to provide structured literacy based on the science of reading to all children in every classroom.

01:24:53

We know better.

01:24:54

It's up to us to do better.

01:24:55

Of course, those are the words of Maya Angelou.

01:24:57

Do the best you can until you know better than when you know better, do better.

01:25:01

And then there's just a bunch of websites for you.

01:25:03

Please check them out.

01:25:05

And this is how I feel right now.

01:25:07

This is my little grandson Jude, who was named after me.

01:25:10

And he's sweet.

01:25:10

He's five years old now, but I just love this picture and it makes a good ending slide because I feel like I can use a nap right now.

01:25:16

So anyway, thank you so much for your kind attention.

01:25:19

Again, I'm sorry we ran out of time for questions, but if you can send them to me, I will.

01:25:24

I promise to answer them.

01:25:26

Via e-mail and if anybody wants to put anything in the chat now, I'm happy to.

01:25:32

I know it's time, but.

01:25:34

Thank you.

01:25:34

Thank you so much.